

Activity #10: Writing Anecdotal Notes

Section 6: Assessing Children's Writing

Helpful Hints for Writing Anecdotal Notes

Adapted from *The Portfolio and Its Use—A Road Map for Assessment*
by Sharon McDonald

- Include the child's name and the date. The time, location, and activity taking place are also helpful.
- Record only factual information you see. Avoid opinions, interpretations, impressions and statements like: "he seems," "I think," "he appears," "I believe," "he feels," etc.
- Include the child's own words. Put quotation marks around them so you'll remember they were his words and write them exactly as they are said.
- Be positive! Focus on what the child can do and document exactly what you see.
- Be specific and give detailed facts. More information can be gained when you write: "John counted 1, 3, 4, 5, 7, 8, 10" than when you write: "John tried to count to 10 today."
- Know what is important. Document things you know you are going to provide information you will need on assessments, checklists, report cards, and in lesson planning.
- Use anecdotal notes to help you plan lessons, small groups, etc.
- Use the information to help you evaluate what YOU are doing or need to do differently.

With a partner, change the subjective note given to a more objective, factual anecdotal note.



Carlos doesn't want to write. I had to ask him twice to pick up the pencil. I don't think he can write his name yet and needs help signing-in.



Josie doesn't have any friends and seems to be a moody child. Today, she sat on the carpet did nothing during center time, even when I asked her to choose a center.



Renee was playing in the math center today with three other children. I asked her to make an AB pattern, but she doesn't know how and won't even try because she is an uncooperative child.

